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ABSTRACT

This report studies the progress of a self-concept project developed in the Orange County Public Schools, Florida. Over a 3-year period the project was designed to improve the self-concept of the child within the school environment by providing him with opportunities for success. The first year of the project concerned first year students in four comparable schools. At the end of the operational year, it was evident that social success experiences for children could enhance their self-concepts, but such experiences could not be isolated from the total school environment. The second year program focused on academic as well as social experiences of second graders. During the third year the project was continued with one experimental school and grades K-6. This report concerns the first two years of the project. The main areas of concern included classroom management, developing effective personal relations with children, and motivating positively to learn. Other general areas covered were techniques developed, school response to the program and administrative concerns. The findings indicated that drastic changes could occur in schools through use of the simple techniques concerning self-concept developed in this project. The Inferred Self-Concept Scale used by the Orange County public schools is included. (MJM)

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Enhancement of The Self-Concept
A Case Study

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RESEARCH BULLETIN

Enhancement of The Self-Concept
A Case Study

Report of

Self-Concept Project
Title III, ESEA
Orange County Public Schools
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PREFACE

The Florida Educational Research and Development Council has published a number of bulletins dealing with the self-concept.* We are pleased to have the opportunity to cooperate with Orange County Schools in publishing a report growing out of a self-concept project, Title III, ESEA, conducted over a three-year period in selected schools of this system. The project was designed to improve the self-concept of the child within the school environment by providing him opportunities for success.

During the first year the project included first-year students in four Orange County schools with selected first-year students from four comparable schools as control groups. The experimental and control groups were composed of childen from low income to middle class black families and low income to upper class white families.

At the end of the first operational year, it was evident that social success experiences for children could enhance their self-concepts, but such experiences could not be isolated from the total school environment. Having established the value of success experiences by comparing the two groups in the first operational year, the second year program focused on the students in the four experimental schools at the second grade level. The project was restructured to include academic as well as social experiences.

During the third year the project was continued with one experimental school and another elementary school including all levels, K-6. This report deals only with the first two years.

While the subjects in this project were young children, the findings and experiences of the teachers and staff have implication for teaching at all levels. Therefore, it is with pleasure and gratitude to the Orange County Schools that the Florida Educational Research and Development Council includes this report as one of its publications.

J. B. White, Executive Secretary
March, 1972

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*Other publications:

The Self and Academic Achievement.....Purkey, 1967
Developmental Changes in the Self-Concept of Children, Grades 3-12.....Yeatts, 1967
A Test Manual For The "How I See Myself Scale".....Gordon, 1968
The Search for Self: Evaluating Student Self-Concepts.....Purkey, 1968
Assessment of Self-Concept in the Early Childhood Years: A Practitioner's Guide.....Coller, June, 1972

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Enhancement of The Self-Concept
A Case Study

THE CHALLENGE

Educators have always experienced concern when some children fail to learn.

Locally, this general concern was explicit and specific and, from professional and humanitarian points of view, painful: *why* was a group of children from a selected area of Orange County making relatively poor progress in school?

Various tests indicated that this group had the potential for doing much better, but other indicators were more negative.

This urban selected area is populated by individuals of comparatively low socio-economic levels. These children appeared to fail more often, had poor attendance records, dropped out of school sooner, continued on to college in far fewer numbers than children from other areas.

Something needed to be done about it. And something was —based on the assumption that the general environment from which these youngsters came had influenced the way they came to see themselves.

Ultimately, what was done was based on the two premises: that the *way* we see ourselves dictates the way we *perform;* and that the way we see ourselves can be influenced for better or for worse. By increasing success experiences, worthwhile changes in the pupils were brought about.

The most valuable finding of the research was that drastic changes could occur in schools through use of the simple techniques developed. The promise for returning schools to a strong, respected position in our culture seems great. Using this first step, and developing from it, we may bring about a vast cultural change.

THE BEGINNINGS

The major problem seemed to lie in the concepts these children had of themselves. They believed they were poor students, that they would amount to nothing, and they acted that way. The results aggravate the problems of the schools and the community.

Convinced they were on the right track of reasons why these children failed, Orange County educators wondered what could be done to prevent continued failure. This was the objective of a planning program financed under federal grant in 1967 and 1968.

The initial research plan had a long list of objectives which were impossible to perform but many questions did get answered.

What is self concept?

Stated as simply as possible, self-concept is all the things a person feels to be true about himself. But self-concept is not really that simple. A person will think of himself as he really is, and what he would like to be. Yet, he may tell you he is completely different. And what another person thinks he is like may be different also. Furthermore, a person thinks he is better or worse in different situations. For example, he may claim to be a good truck driver but admit to being a poor golfer.

How can the self-concept be identified?

All of us can watch a person and then formulate an opinion as to how he regards himself. How do we judge this? Usually by the way the person behaves. We assume (without knowledge of research findings) that a person acts in accordance with his concept of himself.

Being educators, the investigators agreed to concern themselves with what children thought of themselves in schools. But young children usually cannot, and some will not, tell you what they think of themselves. So it was determined that the best measure of self-concepts of primary children would be what teachers inferred a child felt from observing his behavior. Actually, this inferred self-concept has been found to be more predictive of what a child will do in school than what he himself reports.

How is the self-concept developed?

The facts are that *what* we see when we look at ourselves, the standards by which we judge ourselves have been established *for* us by outside influences. Our "self image" is painted by other people. (Actually, "self concept" is a more accurate term since the way we feel about ourselves includes more than just the way we look.) The self-concept is formed from the outside in. We don't need to be scientists to recognize this truth. When we stop and think about it, we realize it couldn't happen any other way.

A new-born baby knows nothing about himself. He must *learn* who he is through the reactions of people with whom he comes in contact. If mom and dad, and brother and sister, love him and show it, he usually starts out seeing a positive reflection of himself in those loving faces and reactions.

Throughout a child's life, it is the reaction of others to him which molds his concept of himself. But it is not just things which are said; most often it is things not said such as smiles and frowns, caresses or blows, love and hate. We must remember that a child is more responsive to feeling and emotion than to words.

If mom and dad both work and in truth have little time or energy to devote to a child or his many brothers and sisters who understandably resent his "intrusion," he is not likely to see himself as worthwhile. His family is only one influence on the development of a child's self-concept. The development is an ongoing process, although the early years are critical. There is truth in the truism that a child is impressionable. Yet the concept of self doesn't fully crystalize until somewhere in the teens.

By then, of course, the individual has experienced millions of interactions with thousands of persons and places and things. If he were born not just free but also lucky, most of his interactions with outside influences would have afforded him positive reflections of himself. He sees himself as a capable, likeable fellow—in short, he has a positive self-concept.

It was important to know how a child got to feel the way he did about himself. Only when this was known could something be done to change his outlook. So, many people were asked to help. Local school personnel were asked to list characteristics of the self-concept, and discuss with experts how children acquired them. Parents and community leaders were consulted, and nationally known experts were invited to share their expertise.

It was this understanding that held promise for educators in Orange County who were concerned with the lack of progress of selected students.

Why is the self-concept so important?

Were these interested educators correct in assuming that poor self-concepts were leading thousands of children to fail? It seemed so.

For almost half a century psychologists have had great concern over the ways children felt about themselves. One important

understanding that developed was that children behave as they think they are. If they believe they are stupid and useless, they act this way. If they think they are smart and capable, they act that way.

Experts agree that what a child believes about himself determines his behavior. And these children in Orange County did not look upon themselves as successful learners. Therefore they failed.

Like many other aspects of child development, self-concept has been left to chance. Schools have created no provisions for guiding themselves or parents in this area. Nor had schools generally accepted responsibility for helping students develop positive attitudes about themselves. There simply were no established programs.

Can the schools improve the child's self-concept?

We behave as we see ourselves, and we *learn* the way we see ourselves. These twin facts are of crucial importance to Orange County educators, students, and citizens. They were our starting points when we "started doing something about" the youngsters having trouble in school.

So we addressed ourselves to a basic question: could we develop classroom techniques for helping these children acquire an *improved* self-concept, resulting in improved performance levels?

As the result of our investigation we identified various techniques we would use in an effort to improve the self-concept of pilot study children. Then we put those techniques to use. Through experience, we developed new ones and discarded others. Among the more effective methods we tested were leading children to draw pictures of themselves and to talk about themselves. They saw slides and motion pictures of themselves in *successful* classroom situations. They talked with successful college students and professional people of their own race and environmental background. They played games in which they had the chance to be "stars".

Of at least equal importance was the things *teachers* did and the way those things were done: these children were given encouragement and praise at every legitimate opportunity; failure experiences, discouragement and disapproval were held to a realistic minimum.

Preliminary encouragement

After several months of trying out these techniques for improving a child's self-concept, small but perceptible changes in the children appeared. We learned that the hoped-for results could be obtained if worked for patiently. We learned that a program for improving self-concept must be comprehensive and extended over a long period of time. We also learned that the key factor for successful change in the classroom was the teacher.

THE SELF CONCEPT PROJECT

We became confident we could develop simple, practical, effective techniques for improving the self-concept of these children. But we needed the chance and financial support for the facilities and time necessary to actually develop those techniques.

We got both. Orange County's school board provided the facilities and accepted a federal grant for such a program in 1967.

We got the grant because our hypothesis seemed to make sense: the self-concept governs behavior; it is learned, therefore can be taught. The self-concept in a child of elementary school years is still malleable; so effective classroom techniques might be developed for improving his self-concept, hence his performance.

Preliminary study had indicated that educators were on the right track when they attempted to enhance the self-concepts of students as a means for improving their academic performance. But it was necessary to design a comprehensive program which could be placed in a regular school classroom without imposing a burden upon the teacher. And then it must be determined whether or not the program worked. It would include techniques we had developed earlier and take advantage of knowledge we had learned or confirmed. Of course the Self-Concept Project was far from system-wide. It did, however, include 15 first-grade classrooms.

The hostile, negative world

Something we confirmed in our Pilot Study was that children tend to think negatively about themselves when they live in an environment which fails to meet their physical and emotional

needs, or is unsafe. Put another way, a negative environment invites a child to learn a negative self-concept.

But the sad fact is that the school environment, where a youngster spends many of his waking hours, is a far faint cry from being environmentally positive!

A truth confirmed through scientific research, as well as squaring with common sense, is that a child told repeatedly that he is a failure soon comes to believe that's what he is—particularly when his informant is older, louder, bigger and invested with authority.

Of course teachers do not *intend* to handicap a child. They intend to motivate him in the right, the positive direction.

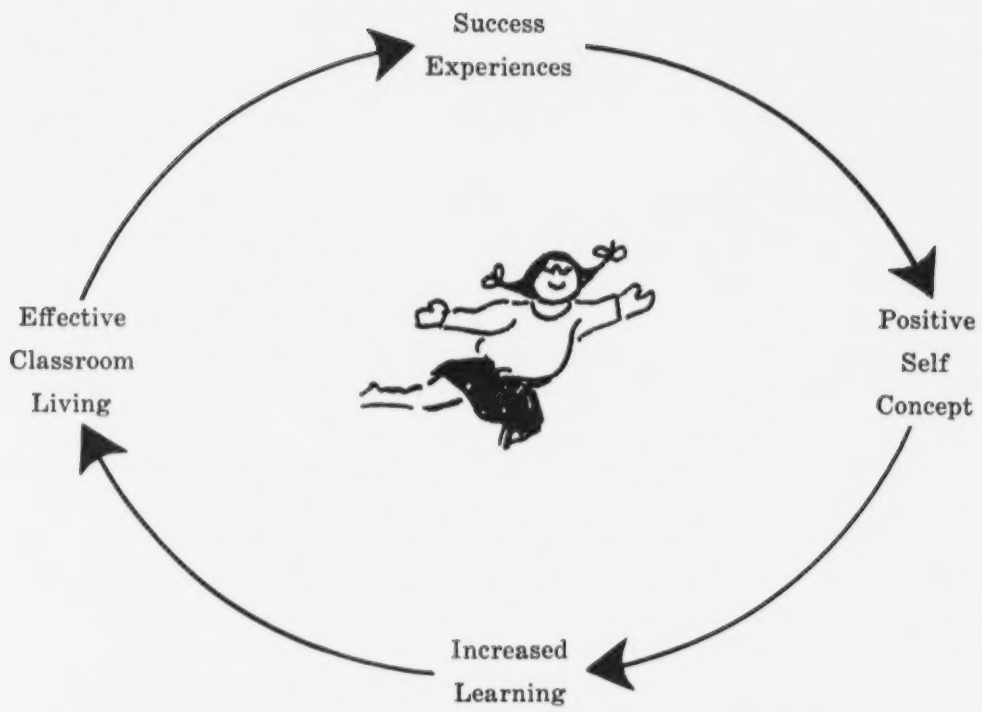
Yet without realizing it, we accentuate the negative. And we do it over and over again. There are exceptions, certainly, but our usual practice is to zero in on misbehavior and wrong answers, while we *ignore* acceptable behavior and right answers.

Surely the reasons for this pattern having been stamped on too many classrooms are plain and clear. Teachers are busy people. They must cope with several dozen different personalities in their attempts to see that meaningful learning takes place. If Millicent is quiet when she's asked to be, and does her work, and behaves herself like a good little girl, great! Now teacher has more time to lean into those "problems."

Not having been taught otherwise, teacher assumes that the best way to teach Claude—who is a pain in the neck—is by conscientiously, persistently, consistently pointing out his shortcomings as a student (usually in front of the whole class) and in invariably giving him "what for" when he gets out of line. If Claude's parents are called in for a "conference," it's frequently more of the same—a list of Claude's sins of omission and commission as long as teacher's arm.

The "Success Arena"

Changing a classroom's environment from negative to positive means that it becomes a place where a child consistently experiences *success*, academic and social. We learned that these experiences enhance his self-concept, give him self-confidence, remove his fear of failure, lead him to devote more time and energy to positive learning. As his self-concept improves, as he gains confidence academically and socially, he interacts more effectively with his entire school environment—which in turn leads to more success experiences. We could picture it like this:



This is the basis for selecting the success experience as the vehicle for improving self-concepts in the classroom. Success experiences had the added advantage of being readily observable by the teacher and by others. One would have a difficult time knowing if a child's self-concept were improving—such changes would take place slowly, even over years. But educators could observe a child's successes, and if theory were correct, expect positive self-concepts to follow.

The *Success Arena*, then, would be the classroom or even the school environment wherein the child experienced success to such a degree that he came to think of himself as a student who was capable of, and who enjoyed learning.

Classroom techniques

It sounds good, but how do you do it?

Naturally, the question was asked and it had to be answered. We were proposing some very basic changes in long-established teacher behavior. It was necessary to give teachers the information and techniques they would need.

What was not necessary was years of training. The information was not complicated; the techniques were simple. Both could be communicated by a direct "cookbook" approach addressing three general areas. These areas were classroom manage-

ment; developing effective personal relationships with children; motivating positively to learn. (Although these areas will be discussed separately, there is obviously a great deal of overlap among them.)

Classroom management

One of the primary responsibilities of every teacher is the control of the behavior of children in the classroom. Courses in educational method speak in general terms of classroom management, but never give the teacher specific techniques for behavioral control. The reason is simple—prior to its development by the Self-Concept Project no such system existed.

Much has already been said about the use of authoritative control in the classroom. Forcing others to behave in a manner that an outside authority demands is tricky business. For one thing, you have to be bigger—as any bully knows—or have to have a lot of people on your side—the idea behind the gang. But you have to be everywhere at once, as the teacher knows who tries to keep track of 40 children. The minute your back is turned, you lose authoritative control.

Another interesting feature is the ingenious ways children have of getting around authority. They play teachers against each other, or against the counselor or principal. They can make up more reasons why they should be given special privileges. It's a constant battle of wits, with the teacher usually getting angry and demanding quiet.

Probably the most important factor is that children ruled by authority learn things the teacher had not planned. One thing is to gamble—usually that they can get away with something this time. Another is to manipulate adults. Tattling, lying, telling half-truths, and even temper tantrums fall into this category. But *hate* is the most unwanted learned reaction. Children learn to hate people who always force them to do things they don't want to do.

There are some children who rely on authority—it is easier to have others make the decisions. Many others chafe under the rule, but go along until they can be the master. And there are the rebels. A rough guess would be that one-fourth of all children fight authority in one way or another as hard as their small stature and abilities permit. Some withdraw, some fight—each other—if adults are too big. There are those who just glower, waiting a chance to get even—or to get away. We call these rebels emotionally disturbed, delinquents, or later just drop-outs.

Solving this age-old error in group management was the job of the Self-Concept staff. We were fortunate that years of study had gone into ways of shaping (modifying) animal behavior. These techniques have recently been applied to human behavior, in therapy and in the classroom. Behavior modification techniques became the basis for the RAID management system.

But in education it is not sufficient to change behavior. The teacher needed guidance in selecting what behavior to modify, the short-term goals toward which she was working, when and how to place the steps into effect, and the long-range objective of her efforts. These were taken from education, from psychology, and from political philosophy.

Criteria for selection of behavior to modify came jointly from education and political philosophy. In the classroom the teacher is forced to protect the children under him, therefore he must change any behavior which threatens harm to any person, including himself. The building and materials are costly, so destructive behavior is not tolerated. More crucial, any behavior which disrupts the learning environment of the classroom should be altered. The teacher has much leeway in this selection, depending upon the age and activity of children, and the teacher's tolerance.

Our Bill of Rights places emphasis upon individual freedoms and rights above the welfare of the state. From this the teacher is urged to provide a learning program geared to the individual needs and abilities of each child. The child has a right to happiness, even in a classroom and to develop to the maximum of his potential.

Perceptual psychology guides us in satisfying these rights. We know that a child behaves in keeping with his self-concept, and this concept is developed through interactions with adults and other children. So the teacher is asked to provide success experiences in the classroom, both academic and social. By applauding a child's effort and emphasizing his progress, the teacher eliminates failure and fear of failure—this taking a major step toward happiness.

But success experiences must be on a minute-by-minute basis to enhance the relatively stable self-concept. Fortunately, the teacher can enlist the children in her classroom to provide each other with positive experiences which contribute to the whole classroom environment.

So the teacher learned to praise children wherever possible,

and to ignore inappropriate behavior. She learned that positive contact was very rewarding to a child, as her presence and attention. Smiles and other positive gestures take only a second, but are success experiences to a child. Peers can be caustic and cruel, but under guidance can interact successfully.

Oddly, most adults feel children need discipline—that is, punishment. What children need is *a discipline*, a consistent environment where they know what is expected of them and what treatment will follow their behavior. Punishment is defined as a negative response which continues after the undesired behavior has stopped. It serves no purpose in the positive classroom. The teacher uses a negative response only to stop behavior which disrupts the classroom; she then praises the child when his behavior changes to what is desirable. Even the negative response must be tailored to fit the child; some are crushed with a simple word, while others must be physically restrained.

Positive regard

An outstanding teacher intuitively treats children with *positive regard.* She accepts each child as an important individual, and responds to him in a way which makes him happy and successful. She strives to lead him to live to his highest potential in friendly interaction with the world.

What this master teacher intuitively does, all teachers can be taught to do by using specific techniques. It may seem strange to refer to a way of treating children in the classroom as a technique. Perhaps it could be described as a way of moving toward a goal to which the teacher might aspire. In any case, many adjectives have been used to describe the way in which a teacher should *interact* with children. Some of these include accepting, facilitating, permissive, sincere, and warm. Positive regard includes these and many more.

But to tell a teacher how to utilize positive regard in classroom interaction, one must tell her what to do. First, she is reminded to give approval to any child who is following the rules, to praise him for appropriate behavior. Next, she is asked to emphasize the child's progress, his accomplishments, and particularly his efforts to succeed. Third, she is to respond positively to each child at least four times to every negative response. Fourth, the teacher is reminded that minute-by-minute success experiences enhance the self-concept of the child; constant positive experiences over an extended period are required to change a child's concept of self.

What do these techniques do to bring about positive regard? Their purpose is to establish an environmental tone which naturally leads to positive interaction between teacher and child.

When a teacher gives approval to a child for appropriate behavior, the child will tend to drop out misbehavior—always an irritant to the teacher. Meanwhile, the teacher drops out authoritative commands and nagging, substituting positive behavioral management. This procedure sets the stage for a positive relationship between them.

Emphasizing the child's efforts and progress is a certain way to assure success experiences for the child. When he is successful, the child is less anxious, feels secure in the classroom, and relates well with teacher and peers. Thus the teacher has taken another step to assure good relationships between herself and the child, and between child and child.

Research has shown that when a child lives in a negative environment he becomes negative in his relationships with others. By responding positively to him four times as often as responding negatively, the teacher is assuring a positive environment. Thus the child tends to respond positively to others, and to experience social success with teacher and peers.

Quantity of positive responses

How often must a teacher praise a child? Whenever possible, but not less than four times for each negative response. It is like putting money in the bank for the child—positive experiences upon which he can draw when the need arises. And thus they must far outweigh the negative, or else the child learns to respond negatively as others do to him.

Most teachers ask what will make a child keep acting "good" when no one is there to reward him. This is simple. If his undesirable behavior is ignored, he will stop it because it is not reinforced. If he is constantly rewarded for good behavior he will increase it. He does so because he *wants* to, not because he is forced to; he makes the rules of society a part of himself by internalizing them. Some call it conscience.

In a regular classroom of 35 children if the teacher limited her positive remarks to one per minute, each child would average only 10 positive experiences per day! It is possible to increase this average by using short interchanges such as gestures and contact. A smile or a friendly gesture takes only a second, and does not interrupt instructional procedure. Appropriate body

contact through touch can occur while walking, standing, or instructing.

Another valuable way to increase quantity of positive interactions is to manipulate the classroom environment so that children receive positives from each other. By teaching the children to use positive reinforcement in their relationships with peers, the teacher is utilizing the natural resource of the classroom. Interchange between children will occur; the wise teacher helps them enjoy social living by giving them a simple technique for developing positive social interaction. Quantity of positive social experiences is thereby increased many fold.

Quality of positive responses

Basically, positive regard describes the quality of interaction desired between persons. Use of all the foregoing techniques has been directed toward the final goal of positive regard among teacher and children in the classroom.

These steps—positive management, success orientation, positive tone, and continuous positive experience—set the stage for warm and sincere interaction in the classroom. When the steps are properly used, even by an insensitive person, a certain amount of success can be achieved. When used by a professional teacher, the methods result in a classroom environment which is remarkably effective.

The simple fact is that what is positive for one child may not be for another. So in order to increase the quality of positive responses, the teacher must study each child carefully. The attempt is to understand the child's situation, and fit the positive into it.

One child may desire a "gush" of verbal praise, and bask in the glow of peer attention. Another child may be embarrassed by all this, but crave a wink or a gentle pat on the shoulder.

Cultural differences also may exist. Take for example the experience of a White man who was one of the first to teach in an all-Black elementary school. He noticed one girl who was working effectively on an arithmetic paper, and praised her efforts. Her peers broke up the entire class with derisive remarks; she responded by destroying her paper and stalking out of the room. This was certainly not a success experience for her. But later she had many positive experiences when rewarded with written comments on papers, and by private praise. As a result of this increase in the quality of the teacher's positive re-

sponses, a meaningful relationship developed. Attitudes changed and her achievement rose.

Teacher-pupil relationship

Every professional teacher considers her greatest reward to be the close relationships she enjoys with her pupils. Often she is unable to establish this warmth with many children. The positive management concept gives the teacher a way to control the development of these relationships.

The teacher initiates the contact by asking a child to perform. She then rewards efforts, provides success experiences. Her behavior management is consistent, and fair by the rules everyone follows. These steps open the way for a positive relationship with the child. By expressing positive regard for each child in these relationships, the teacher earns a warm response. Only the child who has never known a positive relationship will be a problem. These children learn gradually, if the positive management system is consistent, to trust and then to love.

TECHNIQUES DEVELOPED

While testing the basic questions of the Self Concept Project, the staff developed techniques which may have greater utilization and even broader implications than the original study. These techniques deserve careful consideration for their application in the school system.

Measuring self-concept

In earlier studies subjects were primarily older children who could read questionnaires, and report their feelings and attitudes in writing. But schools cannot wait this long to help children with problems. The earlier problems are detected, the easier they can be corrected.

We began with the assumption that these youngsters saw themselves as failure-prone. It was necessary to substantiate that assumption.

But how? Most young children can't, and most would not if they could, *tell* you how they really think of themselves. However, they didn't have to tell us. Their actions speak louder, at any rate more accurately, than words.

Other studies had demonstrated that observations of certain classroom behavior could result in an accurate inferred index.

So these observations were made, by teachers and objective observers, and our assumption was substantiated: these children did have low self-concepts.

The staff of the pilot study asked teachers and objective observers to complete a self-concept report for each child. They marked a checklist of adjectives as they felt the child perceived himself. In other studies it was found that teacher-completed questionnaires were better predictors of classroom success than the child's own report. Here it was found that teachers' reports were much the same as those of outside objective observers. Put another way, teachers were good judges of the self-concepts of their pupils in the classroom.

But teachers objected to being asked to answer for the child such questions as "I think I am good looking" or "I get mad at my friends" on a 5-point scale. Analysis of teachers' remarks indicated that their marking was based upon the child's behavior they had observed, so why not ask the behavior directly?

The scale developed by the Project is a simple 15-item questionnaire in which the teacher reports the child's behavior as she observed it. The result is an inferred self-concept measure for the child based upon his own action in the classroom. It really is a "school self-concept" since it describes his attitudes in the classroom setting. This is important because a child's concepts of himself vary widely in different settings.

The Orange County Inferred Self-Concept Scale quickly gives reliable information about the child in three areas: his relationships with others, his emotional response to being with others, and his classroom study skills. It was interesting to find that teachers did not see a great deal of difference between boys' and girls' self-concepts at this early age. Children who experienced a year in a success-oriented classroom made definite gains in self-concept, as measured by the scale.

If the objective was to identify children whose self-concepts are so poor that they are likely to have trouble in school, a preventive program could be implemented. Parents could be forewarned of the need for counseling. Further statistical experience with the scale could lead to developing diagnostic profiles yielding clues for refining the program to place children in the type of program that would help each most.

Schools are long experienced in testing to identify problem areas in academic development. Using the Self-Concept Scale both to measure social and emotional development, and to diag-

nose problems in those areas, would appear at least equally important.

Classroom management

One of the problems which face a teacher is maintaining discipline in her classroom. It is expected that she will "control" children, will keep them quiet, in their seats, and studying. The usual way for doing this is what she learned from her teachers—in fact it has been handed down through generations—the use of authoritarian control. The idea was to *catch the child being bad,* and punish him for it. Punishment was once synonymous with beating with a leather strap, to "chase the devil out of" a child. In our more humane society, a spanking is reserved for major offenses, while a "tongue lashing" by the teacher became routine classroom procedure.

Unfortunately for the child, he can adapt to spanking easier than to verbal assault. When spanked he feels absolved and returns to work little worse for the reddened skin. But a child cannot compete with the adult superior's verbal "lashing." He cannot respond, and cannot be absolved. His guilt continues and becomes a part of his self-concept. He begins to see himself as unworthy and as incapable, as a "problem" child. His eventual response may range from simple withdrawal to suicide on the one hand, or from simple hate to aggressive destruction on the other.

To counteract this age-old error of authoritative discipline, a new classroom management procedure was designed. Based upon recent psychological research, it is designed to control children in the classroom by increasing desirable behavior rather than by stopping misbehavior. We refer to it as the *RAID* system.

The RAID System

RAID is the acronym for that alternative. The letters stand for the four steps taken by teachers using it—

—*Rules.* Clear and simple rules are established which mark out acceptable classroom behavior. Rules stated positively—though not threateningly—and clearly understood, give children security. They know exactly what is expected of them. And the rules should be based on reality, on the real need for them. When they understand the need for certain regulations, children are usually willing to accept them. Most first graders, for instance,

will understand that "we can all sing together but we can't all talk together." It will also help if children share in making out the guidelines, if they have at least the chance to discuss them.

—*Approve.* Approval is given to the individual child whenever he behaves according to the rules. In interacting with a youngster, his teacher can almost always find a reason to praise him for something he's done correctly. That kind of attention will encourage, hence increase, desired behavior.

—*Ignore.* Until the RAID System has had time to become established, and it will take time, there will always be appropriate and inappropriate behavior in the classroom. But unless the behavior is dangerous or seriously disrupts the learning situation, it should be *ignored.*

—*Disapprove.* Some behavior is so serious it cannot be ignored. Quote the rule, telling the child what behavior is appropriate. You may go further, telling him exactly what he did that was not acceptable, because he may not really know. But disapproval is used only to stop inappropriate behavior, not to punish it. As soon as acceptable behavior is resumed, praise should be given for it.

Although the RAID System depends primarily upon the elements of bestowing praise whenever possible and ignoring misbehavior whenever possible, it begins and ends with *rules* and *disapprove.* Classroom anarchy is not prescribed. Even the teacher follows the rules. Yet approving and ignoring are emphasized. These elements blend into developing effective personal relationships with children and motivating them to learn positively.

Evaluating the teacher's success

One of the most difficult problems faced by administrators is evaluating the teacher's success in the classroom. The problem is so touchy, that too often the criterion is simply that no crisis occurs which is serious enough to come to the administration's attention.

This is not the case in positive classroom management. The Project utilized interaction analysis to determine the degree to which teachers were successful in placing the prescribed program in effect.

Interaction analysis is a system of recording observed samples of classroom interaction between teacher and pupils. Twice weekly a 20-minute recording was made of the teacher's action,

and pupil response. Over the year the graphs of these observations indicated the teacher's procedures and children's responses as a percentage of time during which the responses occurred.

The graphs revealed that teachers as a group can be quite successful in establishing a positive classroom environment. At the beginning of the year teachers were positive only about 20% of classroom time, but by the end of the year they were being positive 60% of the day. This is a remarkable improvement in the children's environment. Errors in applying rules were quickly dropped out, indicating a consistency. And negative responses by teachers averaged below 5% of the day.

These graphs helped teachers by giving feedback to them about their performance. As would be expected of professsionals, they were eager to monitor their efforts, and they improved with experience.

In addition to providing visual proof of the success of the self-concept program, Interaction Analysis Charts helped our staff understand the dynamics of the classroom changes. Initially teachers dropped out negative responses and were very high in positives. Reality forced them to retain negatives for control, while teaching children to respond to positives. Only after five weeks were teachers able to reduce negatives below 5% consistently, and it was over four months before positive responses could be maintained above 50% of classroom time.

What is more important, children in the classroom responded to the change teachers made in their environment. During observations the children were on-task only about 65% of the classroom time in October, but jumped to 95% on-task by May. This improvement proved to be an excellent reward to teachers for their efforts.

Analyses such as these were valuable to teachers, to administrators, and to the project staff. The multiple problems of inservice training, teacher evaluation, and program evaluation were served.

It is important to note that interaction analysis observations can be adapted to other purposes as well. By modifying the categories which *are* recorded, administrators can analyze instructional procedures or programs which are being instituted. The effect of inservice training can be monitored, so that new teachers can be guided.

Video taping in the classroom

A great deal of effort was expended video taping classroom

interaction between teachers and children. Initial emphasis was placed upon evaluation, by providing for measure of improvement in children's verbal and non-verbal performances through taping. Later, video tapes were used for teacher training, teacher feedback, counseling children, feedback to parents, and dissemination.

Evaluating classroom performance by analysis of video tapes proved to be too difficult for staff personnel. Baseline tapes were taken by Media Center personnel using "portable" one-inch Ampex equipment. To set up this equipment and record 30-minute sessions in 20 classrooms required an unbelievable amount of time and effort by three men. The full time recording of baseline data tapes spread over three weeks!

Extensive use of equipment in the classroom severely interrupted the procedures to be recorded. In this instance there was a 30-minute setup time, requiring two cameras, seven cables, three electrical outlets and three men spread over the classroom. Coverage of the room required the two cameras, with a switcher and a third person.

The expenditure of this effort might be worthwhile if usable data could be obtained. But the quality of the video productions was at best poor, and down-time on equipment extremely high. Despite use of two high-performance microphones, background noise was too high to obtain reliable records of the children's responses. Even the simple task of following a single child to determine his quantity of non-verbal behavior could not be accomplished. With three raters following one child each, replay time needed for one class was six hours.

Discarding the concept of outside personnel with massive equipment, the staff obtained a small (16 pound) shoulder-carry video recorder. Without setup time or interruption, one project staff person without technical skill would tape classroom interaction. Emphasis then could be upon capturing individual and small-group response, rather than gross recording, too general to be useful.

With repeated exposure, both teachers and children soon ignored the small camera. But the technical problems of obtaining useful sound records persisted. After repeated attempts at using a camera-mounted mike, the staff tried a transmitter mike carried by the teacher. Down-time, combined with incompatibility of equipment, led to adoption of a teacher-carried lavelier microphone. The cord problem was resolved by having the

teacher walk up, then back the same aisle before moving to another.

One valuable use of video tapes was inservice training for teachers and staff. After adapting to their initial self-consciousness, teachers saw objectively what classroom interaction really was like. Earlier they were sure that their positive remarks were more frequent and were upset with the low frequencies shown on interaction analysis charts. Counting their own positive responses on video tape helped them sympathize with our plea to increase their efforts. Watching children without the pressure of classroom duties enabled teachers to better understand and plan for individual needs.

Use of tapes in training of staff was varied. Interaction analysis observers used classroom recordings for practice to develop reliability. Using tapes, the director was able to point out the particular problems some teachers were experiencing, and made recommendations to counselors for their consultation sessions.

Children enjoyed video tapes. Their joy at seeing themselves and other children on the TV was exciting! But tapes were used by counselors to show children the on-task behavior which was desired, and to point out behavior which was troublesome. Children began to see how they got into trouble by following others, or by one thing leading to another. They saw themselves in action, and were able to make improvements.

Getting cooperation from busy parents is always difficult, but low socio-economic level parents are very hard to involve. Video tapes of the children in the classrooms successfully brought parents out to meetings. The candid shots of the parents themselves, live on closed circuit TV, gave parents some of the same experiences their children were having.

Dissemination of information through video tapes proved to be particularly useful. Other teachers in the same schools were quite concerned about what was going on in project classes. Rumors of overindulgence and "paying" children were dispelled by viewing the tapes thereby gaining better cooperation within the school community. Even if they disagreed with either philosophy or techniques, fellow teachers had to admit the children were well disciplined and were learning.

Many teachers heard of the project goals, and asked for help in setting up similar procedures in their own schools. Showing video tapes was the best means found for the purpose. Explana-

tions were lengthy and often hung up on one point, such as tangible rewards. But when their friends were observed placing the techniques in effect and getting good results, most objections were resolved.

Since dissemination was required of the project staff, reports of the research were carried to several state and national educational conventions. Video tapes were by far the most adequate means for communicating the ideas and for teaching others to use the techniques. Again, seeing another teacher do it successfully was proof enough.

SCHOOL RESPONSE TO THE PROGRAM

Reaction of teachers within the program to the Project program ranged from total acceptance to total rejection. Probably the main reason for this was confusion between the techniques of positive reinforcement for classroom management and the use of praise as a means for enhancing self-concept in pupils.

The positive response by teachers to the Project program must not be neglected. Once problems were resolved, teacher interviews continuously pointed out the lowering of tension in the classroom, and decrease in behavior problems. Successful teachers enjoyed very close interpersonal relationships with their pupils. They also were able to spend more time than formerly in academic instruction despite their initial fears that the new procedures would take too much time.

Initially there was a guarded response by teachers, who seemed to take a "show me" attitude. There was an attempt to try to use their usual methods along with Project techniques, with resulting inconsistency. It was extremely difficult to convince classroom teachers that the new techniques were designed to help *them*.

Intellectually most teachers agreed with the techniques favoring positive self-concept development. But classroom management continued to remain authoritative in the majority of instances.

It must be understood that every teacher was sincere in her response to the Program. There were many reasons for lack of classroom change. Probably most important was the need the teacher felt for maintaining control in her room. There is considerable administrative and parental pressure for strict control. Since positive management is seldom used in the home, children simply do not know how to respond to it. As a result, positives

did not seem to "work" at once. Children had to be taught to respond to praise, and to understand that the teacher who limits negatives and punishment is not a fool to be taken advantage of.

Consider the typical classroom of children who are used to being punished, and a teacher who has strong authoritarian control. If she limits negatives the children quickly become noisy and soon are out of control. She must teach adequate response to positives in conjunction with gradually diminishing negatives. This gradual changeover is also needed by the teacher as she learns to increase positive responses.

Another problem is the cultural orientation to "catch a child being bad." Children learn at home very quickly that a sure way to get parental attention is to be bad. The more negatives they get from parents, the more thoroughly engrained the habit becomes. The older child finds this being naughty is particularly valuable when competing with younger siblings who need so much attention. The teacher inherits this unhappy situation and unless she is trained to counteract it, will fall into the trap of reinforcing bad behavior in children.

The teacher fails to see that at any given moment in the classroom there are children working hard, and others not working or even disturbing others. She habitually follows her training to "catch the bad ones", to stop them, and often to punish them "for their own good." But she doesn't realize that her attention is actually reinforcing inappropriate behavior. The only way to prevent this unhappy result is to try to reward desired behavior at least four times as often.

Failure of the children to respond immediately to positive control is disappointing to teachers. It was found that the teacher who could easily adopt positive control in her classroom was one who grew up in a middle-class environment and was teaching children from the same subculture. Both teacher and children had experienced considerable praise and affection. In the classroom the teacher enjoyed praising children. Children recognized the warmth of her response, and quickly increased desired behavior to get more of it. Within several weeks the entire classroom tone was positive, and management was excellent.

Unfortunately some teachers and children did not experience the warmth of praise and positive environment. Such a teacher has difficulty applying the techniques because her habitual orientation in adult-child interaction is negative. Children who have not felt the warmth of praise and love do not know how to re-

spond to it. Their first response is confusion, and unless given strong peer models, simply take advantage of the situation by striking out at authority. The teacher's first task here is to teach the children the elemental responses involved in positive interaction. She must continue negative control while this learning is taking place.

A third level of response occurs in the classroom. There are some children whose experience has taught them to distrust almost everyone. Where parents have been viciously authoritarian or abusive, and where the environment has been one of survival only, the child has learned to fight to live. His behavior is often referred to as delinquent in school, but is appropriate to his own culture. In the classroom this child must first be taught to trust; next he must learn to accept and desire praise and love. Then only can he be expected to interact with others positively. Imagine his response to the teacher who suddenly drops authoritarian control and negatives without a preparation period!

To our knowledge the only avenue open to the classroom teacher is to shape behavior through behavior modification procedures. She is thus spared the necessity of imposing her will upon 40 such children whose combined energy level is far above her own. This alternative teaches children to want to follow rules set by the group, and to internalize social controls. It is also more in keeping with the teaching of democratic principles in the classroom.

One of the undesirable responses given by teachers to the self-concept program is guilt. The response is unfortunate in its paralyzing effect upon her work with children, and in her negative reaction to the Project program. Frustration, and the guilt which follows, too often arose from the teacher's inability to immediately effect the program in her classroom. It has been shown that many factors prevent her immediate success, and an unsettled period while children get used to the "new order" is a trying situation to most teachers. She feels angry because she has not been given sufficient preparation and support. A simple count indicates how many positive responses must be given during a day, and the number seems unattainable. Her negative feelings toward the program increase, and guilt follows the realization she is not really doing her job. The circle closes, and a deteriorating relationship sets in.

At this point there was an attempt by Project staff to intensify help given to teachers to break the cycle. Interviews pointed

out that teachers had eliminated negatives to set up a 4:1 ratio, rather than increasing positives. Children became unruly—a real threat to the teacher. Support was given the teachers for continuing negatives as a means for control during a preparation period. Video tapes provided feedback to teachers by showing *children's* responses to praise and reward. Successful teachers agreed to allow others to see video tapes of their application of these behavior modification techniques.

A real breakthrough came when Project guidance counselors began to provide modeling in the classroom for teachers. Counselors trained children through role playing to follow classroom rules, to ignore peer misbehavior, and to use positive reinforcement in peer interaction. Specially-trained project personnel provided support in the teacher's own school to help her achieve more success· which reduced negative response to the program, frustration and guilt.

THE PROMISE OF POSITIVE CLASSROOMS

The Self-Concept Project, from planning through writeup, has spanned several years of study. What can be expected to accrue from such an expenditure of effort? What can be gained for the schools and for society?

Pupils' gains

The primary objective of the project was to help pupils, particularly those who thought they could not learn to realize their potential in school. It was hoped they could, by learning to like themselves, learn to live more effectively in the school environment.

Possible gains for pupils far surpass any narrowly stated achievement goal. Their immediate gain in the classsroom is to live in a climate that is happier, freer, and more flexible. Positive management removes most *punishment* from the classroom, substituting a system which is clear in its demands, consistent in its application, and rewarding to its participants.

Demands in a complex classroom are so varied that it is not unusual to find children totally unaware of how they get into trouble. One of the first worries any student has faced is the "psyching out" of the teacher in a classroom or a subject. These problems face him from kindergarten through graduate school.

Positive classroom management lays ground rules which the teacher as well as the pupils follow. The complexities of the

classrooms are reduced. The basis for these rules are consistency, security, firmness, success, and development of potential. Considering the thousands of hours pupils spend in schools, it is only reasonable to demand that these hours contribute to the emotional and social development in a planned way.

Emotional health is facilitated by the positive classroom. Fear is reduced, tension is lowered, the place is a happy one. Noise level may be slightly higher but it is busy, happy, work-oriented noise. The teacher aims her program toward individual success, and though he experiences failure, the child does not feel that he is a failure because success is dominant. He knows the reality of life because he is still evaluated, but emphasis is placed upon the effort he makes, what he accomplishes, and the joy of doing it.

Many classroom teachers today motivate children through stiff competition among them. There can be no denying this brings forth greater effort from some, but often the cost is high. No handicap is allowed for experience or ability, and often children become physically ill from worry or hurt through disregard of personal safety. In the positive classroom, competition is real, but it is with one's self, constantly emphasizing better work than on the last trial.

One has only to look at the large number of problems exhibited by today's youth to realize the tremendous pressures upon them. Auto accidents are alarming among them; drug abuse consumes them. They rebel against the establishment, then try to return to some simpler existence in search of peace and justice. But it is obvious that their experience of social relationships must change before real solutions are found.

So the positive classroom attempts to provide training in the development of social interaction. First, children learn to relate positively with the teacher, and then with other adults in the school. The goal is to have pupils enjoy and promote positive regard from adults. Each sees himself as a person worthy of attention, care, and love from important individuals about him. He comes to think of himself as a significant individual, a valuable part of society, a capable person who may contribute much to his world.

Children are also taught to manipulate social relationships so they may enjoy them. Too often children depend upon chance interaction in their relationships with others. Adults often comment upon the cruelty of children in their play. This is because

size and strength most often resolve the issue of who is "boss," and experience teaches them someone bosses. Children feel helpless in a world which they cannot control.

When taught to use simple techniques of management in their peer relationships, children learn that they can solve many problems. Bullies can be ignored or negated by grouping; friendly gestures can be rewarded so they will increase. Some goal-seeking is brought into interaction which chance might otherwise turn into chaos. The "good guy" has a better chance of winning in the positive classroom. Children's experiences naturally fit in with social and ethical teachings without artificial moralizing of adults.

Reduction of peer competition helps social interaction. Strong competition often diverts attention from the virtues of effort, individual development and sportsmanship. The urge to win, in children whose intellectual development is incomplete may create habits of cheating long before cultural ethics are assimilated. Children who are rivals have a much more difficult time becoming friends and enjoying positive social interaction.

When children are relieved of petty in-fighting of peer and adult relationships, their goals may expand to a much broader and higher level. It is certain that positive interaction with teachers and school authorities is a beginning toward a happier relationship with the "Establishment." We know children react negatively to a punishing, suffocating environment. Their negative reaction is seen today in fighting and bickering among themselves, and finally in physical attack upon teachers and authority figures. We may look upon such children as delinquent or as emotionally disturbed, but their experiences have taught them the response they make. We must look at the environment which taught such responses with the thought of changing it through the educational system.

It has been hinted at, but never really stated, that emotional self control is also a possible result of a positive school environment. When children are consistently rewarded for appropriate behavior, they learn to control unrealistic urges. Such experiences are the basis of emotional self control. Temper outbursts are ignored or stopped, if control is praised. Following rules appropriate to a given situation is rewarded, so that a pattern of acceptance promotes acceptance of cultural ethics.

There are two important differences between the positive classroom handling of this training and today's schools. First,

simple rules are carefully established and are consistently followed so that children are not inadvertently taught to gamble that they can "get away with" misbehavior. They know you can't watch them all the time, so you have to have them *want* to follow rules.

Second, opportunities are actually sought out to be sure that the positive comments are forthcoming regardless of a child's behavior. Said another way, it isn't a matter of saying a nice thing to a child once in a while when you have time; the technique is to *ensure* an overwhelming ratio of positive regard for the child. However, that positive reinforcement is not something made up; it is deserved by the child. And positive regard is an attitude felt by the teacher in response to a warm relationship with that child.

Teachers' gains

Many teachers consider their primary reward to be the warmth of the relationship with a child as he matures and learns. For these teachers the positive classroom holds a greater promise than ever before experienced. We cannot deny the present trend for children is away from this closeness with teachers. Some children still enjoy it, but large classes, community and parent dissonance, strains of "sophistication" in youth, and even open rebellion, force the children away. The classroom, with emphasis upon positive regard of children, restores the climate wherein vital and satisfying relationships can be built.

These same problems have forced educators into a corner, fighting to defend both materials and procedures. Teachers have become threatened and insecure in both spirit and remuneration. The positive classroom offers to the teacher a new feeling of success with children. Not only is there satisfaction in seeing a job well-done, there is a renewal of faith through the contribution being made to our culture.

Quite apart from the new relationships with pupils and community, the teacher gains new allies in her struggle to help a classroom full of children. Forced into the position of planning for social/emotional development in children by both cultural and educational circumstances, the teacher now finds help in a long-neglected area vital to her work. Educational psychologists, guidance counselors, and principals now contribute new efforts in a team approach to classroom management and child development.

It takes a lot of energy to fight kids all day long; and the mood it leaves a teacher in carries over into her home life. There is the story of one excellent teacher who maintained classroom control and taught well, but at the expense of her own good humor. Her classroom management was negative to the extreme, nagging. She welcomed positive management because she frankly did not like the method she was using, although she thought it was the only way. Her classroom quickly became a model for others. But it was the personal letter which her husband wrote to the project director which told the real story. He thanked the staff for helping his wife in her work, and explained that she was once again her old self at home—a wonderful wife and a happy mother.

Administrators' gains

At all levels of administration, there are gains through instituting the positive school environment. One of these is the modification of roles of the school psychologist and the guidance counselor. Traditionally the school psychologist contributed psychometric data toward placement decisions. More recently psychologists advise school personnel in their work with problem cases referred to them. Now the opportunity arises to develop a complete program of management of social/emotional development by applying psychological principles and learning theory. Thus the role of the psychologist in the school shifts from the occasional ancillary advisor to that of program developer, and in one area, in-service training manager.

The guidance counselor wears a variety of hats throughout the day, but retains as primary duty the welfare of the student. Administrative duties permitting, there is individual or small group counseling, although too often on a crisis basis. Within the positive school environment, the guidance person becomes a consultant for teachers. Under the direction of principal or school psychologist, the counselor becomes a team member within the positive classroom, whose primary responsibility is to promote the social/emotional development of children.

The teacher is thus freed from many concerns which traditionally interfere with instruction. She has feedback from an objective professional educator guiding her management procedures and advising in relationship development. The counselor, on the other hand, is given the opportunity to develop a preventive program, as contrasted with the usual crisis inter-

vention. He reaches all children through constant classroom contact, through the teachers' sensitive relationships, and when necessary through individual study of difficult cases.

This program requires a closer-knit faculty, one whose members feel trust and sincerity in a common goal. These are decided advantages for a principal, who might otherwise contend with factions brought about by divergent roles. A faculty using positive management on each other in their daily work will be a happier faculty.

At the school level, a positive environment provides the advantage of a new climate wherein the students and faculty are friends. The current trend toward antagonism must be reversed if learning is to continue. The success-oriented program provides the catalyst for new relationships, with dramatic reversal of the present day negative reaction on the part of students.

One example is the experience of the substitute in the positive-oriented classroom. Traditionally the sub's day is filled with limits-testing by children who take advantage of the situation. But where the sub's management procedures follow the simple rules used by the regular teacher, children respond with little testing. They accept him as a friend and respond in kind.

Actually, the present student reaction to schools might be easily predicted on the basis of research findings. Madsen and his associates at Florida State University found that when teachers' responses were negative more than 20 percent of the time, students learned to increase their own negative responses. And it was also discovered that in general, teachers' responses to children averaged more than 50 percent negative—a ratio sufficient to teach massive negative response.

The self-concept program emphasizing positive responses to students is a dramatic reversal of this error. Children respond with a heartening surge of affection. An example of this is seen in the response of a first-grade class. When the teacher was called from the classroom, children continued assigned work quietly. The project director entered the classroom and was greeted politely by two "teacher helpers," who informed him that she was in the office and would return in 10 minutes. The entire class pretty much ignored him, and continued to work until the teacher returned. She was informed by her helpers, who then returned to their work. The contrast with behavior in other classrooms in the same building was phenomenal.

Parents, too, are affected by the ill-feelings surrounding most schools today. Their own experiences included the same negative interaction brought about by authoritarian control. Now parents are struggling with schools to provide something better for their own children, yet they remain unclear as to what they should demand from the schools.

A positive environment offers to parents a renewed relationship with their schools. It has always been a matter of pride to point to the excellence of the local school. Without doubt parents will take pride in a school which is oriented toward continued success for children, and which holds the individual child in high regard in all interpersonal relationships.

A decided advantage for the administrator is a decreased cost of providing education. Present policy ensures a certain percentage of children will be forced to repeat grades; many more children suffer massive failure while socially promoted through the grades. The cost here is in training and providing special remedial personnel.

The major contributor to such failure aside from neurological damage, is a poor self-concept. These children feel they are failures who cannot learn; they prove it over and over again by their actions. It is a self-fulfilling prophecy which is assisted by teachers' negative orientations. The policy is expensive in operating costs, and in loss of learning potential in children.

Children who enjoy a positive environment within their school have an enhanced self-concept. They have experienced success on a minute-by-minute basis, and *know* they can learn. They enjoy their schooling, they enjoy the reduced tensions; they are more flexible and more secure.

Community and cultural gains

The same problems which increase education costs also increase cost of services throughout the community. Failure, poor self-concept, frustration, and tension help to fill hospital beds with mental patients and drug users. Hypochondriacs burden physicians with problems beyond the realm of medication.

It is our contention that children who experience a positive environment during their educational career will exhibit far fewer of these problems. The community will gain through reduction of demands upon health services as well as welfare and law enforcement. As adults these children would contribute to society as stable, producing members. The positively oriented

adult would be healthier, success oriented, and better able to solve the problems of an advanced civilization.

We can envision a culture whose members have a truly positive orientation based upon school experiences which have influenced family and community relationships. Such a nation, basing its actions upon democratic principles *which they have experienced*, would be strong and cohesive. There would be great harmony of purpose, and thus great influence upon other nations. As national influence rose, there should be a decrease in war and military spending, which today are the single greatest burden on man.

It may seem that these predictions are unrealistic, but consider that the major religions teach these goals with the brotherhood of man as the way to reach them.

Teaching democracy

The simple method outlined in the RAID system, followed by creative use of positive regard, represents the first systematic approach to developing and refining the democratic society. Communistic countries have long utilized their educational organizations to instill socialist ideas in their people. To date, democracies have floundered in the attempt to realize the potential of our theories in our own countries. Worse, helping other nations develop the democratic system has resulted in chaos because we did not know how to *begin* the teaching. We say they will have to grow into it; history denies this.

The rebellion of the "now generation" is living proof of our failure. What can be done to re-awaken, to re-dedicate? No other concept offers a better possibility for renewal of national purpose. A positive school environment is the first step.

ADMINISTRATIVE CONCERNS

Classroom

It is naive for one to believe that the changes in our educational system suggested by the self-concept project can be brought about easily. The goals of the program seemed so undebatable, the need so undeniable, and the method so straight-forward, one might expect implementation to be easy. But reaction within experimental schools soon pointed out how much impact this simple program actually could have.

Greatest difficulty came from older, more experienced teachers. And predictably the first complaints were from better

teachers, who threatened to leave the program, the school, or even the profession. Since the teachers did not understand the nature of their dissatisfaction, the actual reasons they gave bore little relation to the situation. Behind it all was, in part, the extreme difficulty these successful teachers experienced in accepting "criticism" of their work.

Administrators introducing the positive classroom orientation must bear in mind the need to prepare teachers thoroughly and the necessity to support them constantly in their period of change. The technique used in the project was to team the guidance counselor with the teacher to assume responsibility for the social and emotional development of the children. The counselor seemed an excellent choice because she was an experienced teacher, someone well-known and often a friend, and constantly available for consultation. In assuming responsibility for social/emotional development of children, the counselor reduced the threat of criticism of the teacher, and left to her the realm of academic instruction. The necessity for classroom management remained, but the counselor shared the responsibility in this area. Teacher management can then be directed toward maximum participation in the academic program, or what was termed "on task" behavior in the Self-Concept Project.

Administrators are still faced with recognition of the need for changes in the academic program. Maximum success experiences are provided through individualizing instruction to the needs of each child. Dependence upon a prescribed program stifles teacher creativity in the development of individual children. It is a mistake to allow it, much more so to foster it.

Educators exposed to the Project program realized they must make extensive changes in schools in order to provide for social/emotional development in children. But change takes time; it also requires a certain degree of security on the part of teachers, who must make the greatest change. Yet teachers now stand fairly insecure, with criticism from every corner. Added to this is an impending oversupply of educators.

Despite insecure feelings, teachers tried to do what was required to help their pupils through the self-concept program. They will go even further in applying the program if convinced of the need. There are three levels at which this need must be pointed out to them; during their pre-service training, on the job in schools, and during in-service and graduate training.

Fortunately, universities are modifying pre-service teacher

training from traditional patterns to a more realistic one. Programs which include earlier exposure to children in the classroom, psychological learning theory, children's personality and emotional development, group dynamics, classroom management techniques, behavior modification principles, evaluation of teaching techniques, and the like are preparing new teachers for the task.

Student teachers served as interaction analysis recorders in our project. They expressed a fearful outlook to the application of our techniques in their work. Several gave good examples of working under teachers who demanded the use of authoritative control, and would not even allow individualized reading instruction. New teachers feel pressure to conform from fellow teachers. Principals and deans want children quiet, in their seats, wearing prescribed dress, and listening to a teacher's lectures.

At the school level, teachers must find acceptance of their new techniques or their training is wasted. One master teacher taught her first-grade students to read too well—some through the fourth grade level. She was a threat to second and third grade level teachers, who brought in administrative pressure. In-service training and graduate courses can help educators understand the need to program social and emotional development in the classroom.

Educational research

It is only the foresight of administrators which leads to educational research. The needs of the children are well known to them, and funds are available from federal and private sources. The opportunity is within the grasp of even small systems.

Several concerns arise which administrators must consider in promoting research in their schools. Local personnel probably are not adequately trained in research; the nearest university should be consulted for job descriptions and location of adequate personnel. Research projects such as this one with highly specialized work, demand the best personnel in a system. It is upon their findings that future programs will be based.

In acquiring specialized personnel, administrators would do well to consider them as temporary personnel. As such they would not be subject to the same tenure regulations as teaching personnel. Salary scales also may not be applicable especially when doctoral level certification is required. Administrators can determine a suitable scale by comparison with university salaries for research personnel.

Probably most important for adequate research is the support which must come from administrators. It is necessary to recognize that the objective of research is change; by definition the program will be different, and will require special consideration. Inflexibility in administrative policy will stifle research by wasting energy on seeking permission to operate outside normal routine. And once a research design is placed in operation, every effort must be made to prevent outside factors from nullifying the effect of the experimental program. An excellent example of this is the teacher integration crossover of February 1970, which transferred nine out of the 15 experimental teachers to other schools.

Administrators will also find that research specialists think on a different level and in different terms. Their job is to be different; their minds are trained to move outside normal channels. They are critics by profession. Conflicts will surely arise. It is the job of the administrators to anticipate them, to recognize their basis, and to clear the way for continued operation.

THE STAKES

We are not playing games with soul-less counters. We are locked in a contest for the future success or failure of our society.

For whatever reasons, there has been a failure to establish values meaningful to far too many of our *present* youthful generations.

Auto accidents, drug abuse, crimes of violence, violent rebellion are skyrocketing among our youth. To blink to the fact that our social ecology is polluted is to court social suicide.

Knowledge we learned, principles we proved in our Self-Concept Project, provide a beacon lighting the way out of the sociological murk in which too many of us are floundering.

We have demonstrated that people *can* be taught respect for themselves *and* others—the keystone of a democratic society's operational success.

APPENDIX

Orange County Public Schools
Orlando, Florida

M.....

INFERRED SELF-CONCEPT SCALE SC.....

....
Student name Student number

....
School Grade Teacher

Instructions: Rate the student's behavior as you have observed it in the following categories. Circle one number on each line. Ratings are on a five-point scale ranging from *Negative* to *Positive.*

	Negative						*Positive*
1. Physical posture	Poor	1	2	3	4	5	Good
2. Eye contact (looks you in the eye)	Little	1	2	3	4	5	Much
3. Interaction with peers	Poor	1	2	3	4	5	Good
4. Interaction with teachers	Poor	1	2	3	4	5	Good
5. Interaction with other adults	Poor	1	2	3	4	5	Good
6. Initiation of new tasks	Little	1	2	3	4	5	Much
7. Perseverance (time spent at a task)	Little	1	2	3	4	5	Much
8. Need for teacher direction in a task	Much	1	2	3	4	5	Little
9. Quantity of verbalization	Little	1	2	3	4	5	Much
10. Reaction to teacher criticism	Poor	1	2	3	4	5	Good
11. Tolerance for frustration	Low	1	2	3	4	5	High
12. Reaction to failure	Unrealistic	1	2	3	4	5	Realistic
13. Quantity of attention-seeking behavior	Much	1	2	3	4	5	Little
14. Flexibility (adjusts to change)	With difficulty	1	2	3	4	5	Easily

Now that you have considered the above categories of behavior, rate the student's Total Self-Concept, which will include these as well as other categories:

15. Total Self-Concept	Negative	1	2	3	4	5	Positive

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